



Florence 5 School District

156 E Marion Street
Johnsonville, SC 29555

Grades	PK-12 District	
Enrollment	1,526 Students	
Superintendent	Dr. A. Dale Strickland	843-386-2358
Board Chair	Brad Hooks	843-386-2358

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good*
2007	Average	Below Average
2006	Average	Average
2005	Good	Below Average
2004	Good	Average

* The District's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

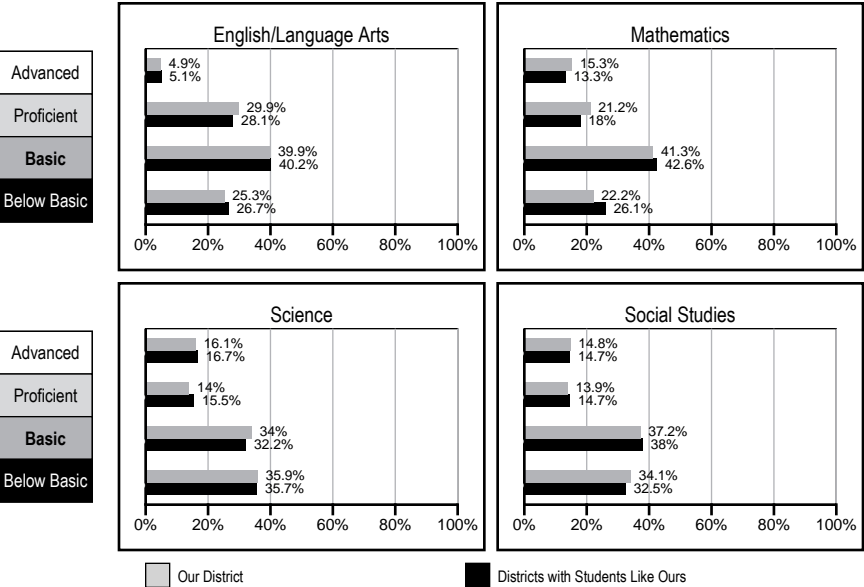
98.1%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	12	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Districts with Students Like Ours are Districts with Poverty indices of no more than 5% above or below the index for the District.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our District			Districts with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed both subtests	69.0	84.2	82.6	76.7	79.2	79.2
Passed 1 subtest	12.4	7.9	9.9	11.2	11.6	11.0
Passed no subtests	18.6	7.9	7.4	12.1	9.2	9.8

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours*
Algebra 1/Math for the Technologies 2	94.7	74.4
English 1	74.0	60.6
Physical Science	59.2	50.0
All Subjects	76.4	62.8

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,526)				
First graders who attended full-day kindergarten	100.0%	No Change	98.7%	98.9%
Retention rate	4.9%	Down from 6.3%	4.1%	4.0%
Attendance rate	95.9%	Up from 95.6%	95.5%	95.6%
Eligible for gifted and talented	14.9%	Up from 14.3%	12.2%	11.4%
With disabilities other than speech	15.6%	Up from 12.1%	11.4%	10.5%
Older than usual for grade	7.7%	Up from 4.2%	4.5%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.7%	0.8%
Enrolled in AP/IB programs	25.1%	Up from 20.8%	9.5%	10.3%
Successful on AP/IB exams	58.5%	N/A	56.0%	56.0%
Eligible for LIFE Scholarship	29.3%	Down from 30.3%	30.8%	31.1%
Enrolled in adult education GED or diploma programs	1	Down from 4	62	48
Completions in adult education GED or diploma programs	1	Down from 4	40	27
Annual dropout rate	3.1%	Down from 5.1%	3.8%	3.8%
Teachers (n=104)				
Teachers with advanced degrees	64.4%	Down from 65.3%	55.4%	54.8%
Continuing contract teachers	74.0%	Down from 90.1%	75.4%	73.9%
Teachers with emergency or provisional certificates	3.1%	Up from 0.0%	3.7%	5.0%
Teachers returning from previous year	90.9%	Down from 93.1%	89.8%	88.8%
Teacher attendance rate	94.9%	Up from 94.3%	94.7%	94.9%
Average teacher salary	\$45,884	Up 1.7%	\$45,458	\$45,107
Vacancies for more than nine weeks	0.0%	No Change	0.5%	0.5%
Professional development days/teacher	22.1 days	Up from 13.7 days	15.1 days	15.2 days
District				
Superintendent's years at district	6.5	Up from 5.5	4.5	3.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 19.1 to 1	19.7 to 1	20.2 to 1
Prime instructional time	87.0%	Down from 87.9%	88.9%	89.1%
Dollars spent per pupil*	\$8,797	Down 1.6%	\$8,679	\$8,666
Percent of expenditures for teacher salaries*	49.0%	Down from 50.1%	54.0%	53.1%
Percent of expenditures for instruction*	51.1%	Down from 52.4%	57.4%	56.5%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Parents attending conferences	96.8%	Down from 100.0%	98.9%	98.2%
Number of schools	3	No Change	11	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	4.3%	Up from 2.7%	2.6%	4.3%
Average age in years of school facilities	28 Years	No Change	26 Years	26 Years
Number of schools with SACS accreditation	3.0	No Change	11.0	8.0
Average administrator salary	\$75,391	Up 2.0%	\$76,003	\$76,032

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	85	94.1%	317	75.4%	94	79.8%	Yes
Gender							
Male	40	92.5%	153	69.9%	48	70.8%	N/A
Female	45	95.6%	164	80.5%	46	89.1%	N/A
Racial/Ethnic Group							
White	67	98.5%	230	80.4%	73	84.9%	N/A
African American	17	82.4%	85	63.5%	20	65.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	10	50.0%	54	50.0%	13	46.2%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	33	87.9%	145	67.6%	39	61.5%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

	Our District	Districts with Students Like Ours
Percent	94.1%	93.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	94	503
Number of Diplomas	75	376
Rate	79.8%	76.8%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	467	461	486	484	442	459	953	945		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	18.2	20.2	19.9	20.6	19.2	20.2	19.0	20.3	19.2	20.5
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School District Governance

Board Membership	4 trustees elected to single-member seats, 3 trustees elected to at-large seats
Fiscal Authority	Town Meetings
Average Number of Hours of Training Annually	3.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

A journey of a thousand miles begins with one step. The journey of academic excellence is one that we take seriously in Florence County School District Five. Although we have been on this journey for quite some time, we still have miles to go in the never-ending task of educating our children.

I am very proud of the academic success our schools have experienced. With the new accountability laws, we must strive to reach new and enduring levels of excellence. We welcome the challenges with excitement and anticipate great achievements. We know that we can and will excel as our students embark on this new era.

The report card will offer our community access to the important data relative to the Florence Five school district. We are available to discuss your comments or concerns about this report, and we invite you to visit our schools.

Much progress has been made due to the commitment and support of board members, teachers, district employees, students, parents, and citizens of the Johnsonville area. The future is bright, and we must continue to strive for excellence. Resources are limited, but our commitment to providing quality educational opportunities for all students is unlimited. Our challenge is to continue to be "The Pride of the Pee Dee."

A. Dale Strickland, Ed.D.
Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	N/A
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N/A

Title I Schools' School Improvement Status

School	Status
Johnsonville Elementary	NI

The Florence 5 School District consists of 3 public schools with 1 of these schools, or 33.3%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	656	98.9	24.5	40.3	30.2	5.0	46.4	48.2	Yes	Yes
Gender										
Male	341	98.5	30.4	40.4	26.4	2.8	40.1	41.7	N/A	N/A
Female	315	99.4	18.2	40.3	34.3	7.3	53.1	55.0	N/A	N/A
Racial/Ethnic Group										
White	422	99.1	16.1	39.9	37.4	6.7	55.9	60.0	Yes	Yes
African American	213	98.6	41.3	41.8	15.4	1.5	26.9	31.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	15	100.0	35.7	28.6	35.7	N/A	35.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	160	96.3	53.4	31.8	11.5	3.4	20.3	16.0	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	12	100.0	41.7	33.3	25.0	N/A	25.0	36.6	I/S	I/S
Socio-Economic Status										
Subsided meals	386	99.0	32.5	43.6	22.2	1.7	34.2	34.0	No	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	656	98.9	21.3	41.8	21.4	15.5	49.6	45.8	Yes	Yes
Gender										
Male	341	98.5	24.8	38.8	20.8	15.5	47.8	45.6	N/A	N/A
Female	315	99.4	17.5	44.9	22.1	15.5	51.5	45.9	N/A	N/A
Racial/Ethnic Group										
White	422	99.1	14.1	35.9	28.5	21.5	60.1	59.0	Yes	Yes
African American	213	98.6	36.3	52.2	8.5	3.0	27.4	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	15	100.0	21.4	57.1	14.3	7.1	57.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	160	96.3	52.0	25.0	15.5	7.4	27.7	17.1	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	12	100.0	25.0	50.0	16.7	8.3	50.0	38.1	I/S	I/S
Socio-Economic Status										
Subsided meals	386	99.0	30.3	46.1	16.7	6.9	36.1	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
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Science

All Students	446	98.4	34.8	34.6	14.2	16.4	30.6	35.7	95.7	96.1
Gender										
Male	238	97.9	34.2	33.3	14.4	18.0	32.4	37.4	95.5	96.0
Female	208	99.0	35.5	36.0	14.0	14.5	28.5	33.8	96.0	96.3
Racial/Ethnic Group										
White	285	98.6	25.2	34.1	18.9	21.9	40.7	49.2	95.6	96.0
African American	148	98.0	55.0	33.6	6.4	5.0	11.4	17.0	95.8	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	58.0	97.0	97.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	24.9	97.7	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status										
Disabled	109	94.5	52.5	34.3	7.1	6.1	13.1	14.0	94.8	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.4
Limited English Proficient										
Limited English	6	I/S	I/S	I/S	I/S	I/S	I/S	24.4	98.6	96.8
Socio-Economic Status										
Subsided meals	266	98.5	47.0	36.4	8.1	8.5	16.6	21.1	95.4	95.6

Social Studies

All Students	442	98.2	32.9	38.0	14.2	14.9	29.1	34.0	95.7	96.1
Gender										
Male	228	97.4	31.1	34.9	16.5	17.5	34.0	36.6	95.5	96.0
Female	214	99.1	34.8	41.2	11.8	12.3	24.0	31.3	96.0	96.3
Racial/Ethnic Group										
White	285	98.3	26.7	36.3	17.8	19.3	37.0	44.5	95.6	96.0
African American	142	97.9	46.2	42.4	6.8	4.5	11.4	19.1	95.8	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.0	97.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	27.5	97.7	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status										
Disabled	108	93.5	44.8	33.3	14.6	7.3	21.9	14.4	94.8	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.4
Limited English Proficient										
Limited English	9	I/S	I/S	I/S	I/S	I/S	I/S	27.3	98.6	96.8
Socio-Economic Status										
Subsided meals	257	98.4	39.4	41.9	10.6	8.1	18.6	21.0	95.4	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	95	100.0	10.9	31.5	48.9	8.7	57.6
	4	115	94.8	29.2	36.8	30.2	3.8	34.0
	5	106	100.0	30.1	48.5	21.4	N/A	21.4
	6	126	99.2	32.2	45.5	19.0	3.3	22.3
	7	104	100.0	26.5	49.0	22.4	2.0	24.5
2008	8	93	100.0	18.2	50.0	27.3	4.5	31.8
	3	114	100.0	14.7	32.1	48.6	4.6	53.2
	4	101	93.1	19.1	39.3	34.8	6.7	41.6
	5	102	100.0	44.4	35.4	20.2	N/A	20.2
	6	103	100.0	26.5	38.2	28.4	6.9	35.3
2008	7	133	100.0	25.2	50.4	21.3	3.1	24.4
	8	103	100.0	17.2	44.4	29.3	9.1	38.4
Mathematics								
2007	3	95	100.0	20.7	54.3	15.2	9.8	25.0
	4	115	94.8	37.7	28.3	19.8	14.2	34.0
	5	106	100.0	18.4	42.7	24.3	14.6	38.8
	6	126	99.2	16.5	41.3	19.8	22.3	42.1
	7	104	100.0	19.4	36.7	28.6	15.3	43.9
2008	8	93	100.0	13.6	58.0	14.8	13.6	28.4
	3	114	100.0	19.3	45.0	20.2	15.6	35.8
	4	101	93.1	16.9	33.7	28.1	21.3	49.4
	5	102	100.0	30.3	31.3	27.3	11.1	38.4
	6	103	100.0	21.6	35.3	26.5	16.7	43.1
2008	7	133	100.0	21.3	47.2	14.2	17.3	31.5
	8	103	100.0	18.2	55.6	15.2	11.1	26.3
Science								
2007	3	50	100.0	28.9	46.7	17.8	6.7	24.4
	4	115	94.8	43.1	32.4	14.7	9.8	24.5
	5	53	98.1	41.2	29.4	9.8	19.6	29.4
	6	64	100.0	33.9	35.5	17.7	12.9	30.6
	7	104	100.0	35.7	34.7	18.4	11.2	29.6
2008	8	47	100.0	22.2	42.2	24.4	11.1	35.6
	3	58	100.0	23.6	38.2	18.2	20.0	38.2
	4	101	93.1	33.7	33.7	13.5	19.1	32.6
	5	50	100.0	49.0	26.5	6.1	18.4	24.5
	6	53	100.0	46.2	19.2	13.5	21.2	34.6
2008	7	133	100.0	30.7	43.3	14.2	11.8	26.0
	8	51	100.0	34.0	34.0	20.0	12.0	32.0
Social Studies								
2007	3	49	100.0	4.7	74.4	16.3	4.7	20.9
	4	115	93.9	35.3	47.1	10.8	6.9	17.6
	5	53	100.0	41.2	43.1	2.0	13.7	15.7
	6	62	98.4	16.9	50.8	18.6	13.6	32.2
	7	104	100.0	51.0	31.6	5.1	12.2	17.3
2008	8	46	100.0	11.6	62.8	18.6	7.0	25.6
	3	56	100.0	7.4	35.2	24.1	33.3	57.4
	4	99	91.9	30.2	46.5	12.8	10.5	23.3
	5	52	100.0	52.0	28.0	4.0	16.0	20.0
	6	50	100.0	8.0	32.0	30.0	30.0	60.0
2008	7	133	100.0	55.1	28.3	7.9	8.7	16.5
	8	52	100.0	14.3	67.3	16.3	2.0	18.4

Abbreviations for Missing Data

N/A--Not Applicable

NAV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)										
All Students	123	97.6	13.6	34.7	27.1	24.6	62.7	69.7	Yes	Yes
Male	61	96.7	17.2	34.5	25.9	22.4	53.4	64.6	N/A	N/A
Female	62	98.4	10.0	35.0	28.3	26.7	71.7	74.8	N/A	N/A
White	83	97.6	10.1	29.1	27.8	32.9	72.2	81.7	Yes	Yes
African American	38	97.4	21.6	45.9	27.0	5.4	40.5	53.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	19	94.7	58.8	35.3	N/A	5.9	11.8	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	61	96.7	20.3	49.2	25.4	5.1	49.2	55.1	No	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	123	98.4	10.9	32.8	33.6	22.7	72.3	67.2	Yes	Yes
Male	61	98.4	11.9	32.2	33.9	22.0	69.5	66.3	N/A	N/A
Female	62	98.4	10.0	33.3	33.3	23.3	75.0	68.0	N/A	N/A
White	83	97.6	3.8	32.9	32.9	30.4	81.0	79.6	Yes	Yes
African American	38	100.0	26.3	34.2	34.2	5.3	52.6	49.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	19	100.0	44.4	44.4	5.6	5.6	16.7	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	61	98.4	16.7	45.0	36.7	1.7	58.3	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	125	96.0	60.8	17.6	11.2	6.4	N/A	N/A	N/A	N/A
Male	64	93.8	62.5	17.2	9.4	4.7	N/A	N/A	N/A	N/A
Female	61	98.4	59.0	18.0	13.1	8.2	N/A	N/A	N/A	N/A
White	90	95.6	54.4	21.1	11.1	8.9	N/A	N/A	N/A	N/A
African American	33	100.0	78.8	9.1	12.1	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	20	95.0	85.0	5.0	5.0	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	58	93.1	70.7	13.8	3.4	5.2	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	115	99.1	10.6	31.9	32.7	24.8	70.8	70.7
	2008	123	97.6	13.6	34.7	27.1	24.6	62.7	69.7
Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	115	99.1	11.5	30.1	27.4	31.0	72.6	62.2
	2008	123	98.4	10.9	32.8	33.6	22.7	72.3	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate, grades K-8	95.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample